Exploring the Culinary Arts – Professionalism

Description
This will be the students’ introduction to the concept of professionalism. Students will brainstorm what they consider to be the professional traits of a chef. The teacher can use “scenario cards” for the students to re-enact or demonstrate the professional traits. The students will understand what personal behaviour traits are and their importance in a professional’s career choice.

Lesson Outcomes
Students will be able to apply the professional traits of a chef by:

• displaying a positive attitude toward their job
• developing endurance
• demonstrating the ability to work well with others
• demonstrating their eagerness to learn
• demonstrating their dedication to producing quality foods, and
• understanding the importance of experience.

Students will be able to apply the personal behaviour traits of a chef:

• by balancing their professional and personal lives
• while understanding and managing stress, and
• by developing and maintaining good health

Assumptions
The teacher will become familiar with:

• the correct attire for a chef, and will dress accordingly
• the professional traits of a chef, and
• will demonstrate these traits in class

Terminology
attitude: Attitude is the expression of a person’s favour or disfavour of particular person, place, thing, or event.

chef: A chef is a professional trained and skilled in preparing food.

professionalism: Professionalism relates to a job that requires special training and experience, skills and qualities to become a member of a profession.

stress: Stress is state of mental, emotional, or physical strain or tension that results from demanding conditions.
Estimated Time
2 70-minute classes

Recommended Number of Students
Up to 24

Facilities
Home Economics teaching lab and/or Culinary Arts teaching kitchen

Resources

BC Cook Articulation Committee. Working in the Food Service Industry. Go2HR.

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https://opentextbc.ca/workinginfoodserviceindustry/
Demonstrating Skills And Knowledge

Procedure
This Activity Plan will introduce the student to the personal and professional traits of a chef. The students will be expected to demonstrate these traits on a daily basis.

Day 1: Professional Traits of a Chef
This will be a teacher-led activity. The teacher can brainstorm with students what it means to be a professional. The teacher can then ask the class to brainstorm the traits of a professional chef. Using the list provided by the students, the teacher can lead the discussion into what the actual traits are.

Day 2: Personal Traits of a Chef
The teacher will list the personal traits on the board. The students will work in pairs and brainstorm situations that demonstrate these personal traits in the workplace. Students can then share their examples with the rest of the class. The teacher will need to make sure the examples the students invent are correct.

Evaluation Guidelines
Safety: This is a continuing objective that can be evaluated by observing whether students demonstrate the professional and personal traits of a chef in class.

Tools and equipment: This is a continuing objective that will be assessed using formative methods; students will show evidence of learning by demonstrating the professional traits of a chef.

Extension Activities
The teacher could extend this lesson by asking students to identify these traits in themselves and how they could improve these traits in themselves.

Interview a chef or email a chef and ask them what characteristics they have that make them a professional chef.

Have students identify the different working requirements for bakers, butchers, breakfast chefs, etc.

Students will be continuously evaluated on this topic throughout the course.